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ABSTRACT

The aim of the Texas Child Migrant Program is for each school district to develop a migrant program designed to meet the particular educational needs of the children of that school system. Each district is encouraged to implement new ideas, activities, and strategies which show promise of improving the migrant child's education. The program's basic goal is the development of a comprehensive and total educational program which will help the migrant child realize his highest potential and prepare him to take his place in the educational mainstream. Published as an information source for participating school districts and for others interested in the migrant child's education, this bulletin describes the program in terms of its objectives and activities. Major topics are the 7-month program, the enrichment program, staff and program development, and the Texas Plan. The Texas Plan includes the Child Migrant School Program, the Early Childhood Program for 4-year olds, a demonstration school, summer institutes for migrant school personnel, Interstate Cooperation Project, film for dissemination purposes, and the Migrant Media Center. A list of the 1974-75 Texas Migrant Project Schools is included. (NQ)

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TEXAS CHILD MIGRANT PROGRAM

Texas Education Agency, Austin, Texas, March 1975

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TEXAS CHILD MIGRANT PROGRAM

Migrant and Prechool Programs
Educational Programs
for Special Populations
Texas Education Agency
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Austin, Texas 78701

0003

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Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

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PREFACE

This bulletin is published as a source of information for school districts participating in the Texas Child Migrant Program and for others interested in the education of migrant children. This publication is not intended to be exhaustive, but it is intended to serve as a supplement to other Texas Education Agency bulletins, including An Administrative Guide for Programs for the Education of Migrant Children and A Teacher and Teacher Aide for the Education of Migrant Children.

It is the desire of the Agency that each school district develop a migrant program designed to meet the particular educational needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and strategies which show promise of improving education of the migrant children in Texas.

0007

THE DEFINITION OF A MIGRANT CHILD

United States Office of Education

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his family might secure employment in agriculture or in related food processing activities."

This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests are meaningless unless the student meets the above definition.

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OBJECTIVES

The Migrant and Preschool Programs staff on the Texas Education Agency administers the State's responsibility for the Texas Child Migrant Program for the children of migratory agricultural workers. Migrant children enrolled in an educational program of a local public or non-public education agency may participate.

One of the aims of the Texas Education Agency is the development of a comprehensive and total educational program that will help to develop migrant children's highest potential and will prepare them to take their places in the mainstream of the educational program.

For the year 1974-75 this aim will be furthered if the following objectives are accomplished:

- During the 1974-75 school year, the State Migrant and Preschool Programs staff will recruit new project schools where assessment indicates a high concentration of migrants.

- During the 1974-75 school year, the Consolidated Application for State and Federal Assistance of all migrant project schools will be reviewed and approved by the State Migrant staff. Amendments to the Consolidated Application for State and Federal Assistance will also be reviewed and approved.

- During the 1974-75 school year, state and regional workshops will be conducted by Texas Education Migrant and Preschool Programs for education service centers and local education agency migrant administrative personnel in the areas of program development, parental involvement, and other priority areas.

- By May, 1975, at least 125 classroom units will have completed an early childhood program with a bilingual approach for four-year-old migrant children.

- By May, 1975, plans will have been developed for state-wide implementation of a continuing bilingual/bicultural education program for migrant students in Grades K-3.

- By August, 1975, students in at least 20 self-contained migrant classrooms in Grades K-1 will have successfully completed a year of bilingual/bicultural instruction as described in the "Statewide Design for Bilingual Education".

- By August, 1975, students in at least 15 migrant resource rooms in Grades [illegible]3 will have completed a year of bilingual oral language and reading instruction.

- By August, 1975, at least five model bilingual/bicultural secondary enrichment class programs for migrant students will have been established and successfully completed a year of instruction.

- By August, 1975, specific performance objectives for oral language, reading, and mathematics will be available to the school districts for the migrant students participating in the Texas Child Migrant Program in Grades K-6.

- By August, 1975, at least 20 schools with a representative migrant program will have implemented in Grades K-3 an established set of performance objectives for oral language, reading, and mathematics.

- By August, 1975, every school district with a migrant program will have at least one meeting a month of the Parent Advisory Committee, and the committee will have had an active part in the program planning.

- By August, 1975, at least 75 school districts will have implemented a sophisticated, comprehensive, and effective Parental Involvement Program.

- By August, 1975, the State Migrant and Preschool Programs staff will have conducted a minimum of 20 regional workshops on the Migrant Student Record Transfer System for education service centers and local education agency migrant personnel.

- By August, 1975, summer programs will have operated in at least 42 migrant project schools.

- By August, 1975, at least 50 school districts with a migrant program will have been monitored by Texas Education Agency Migrant and Preschool Programs staff. The review is primarily an information gathering operation for compiling data upon which local school personnel and Migrant and Preschool Programs staff can make decisions concerning the local projects. A minimum of 15 migrant project schools will be revisited if initial monitoring indicates such action is needed.

- By September, 1975, all summer institutes and state workshops will have implemented a component for the development of the best teaching techniques for migrant classes in the areas of oral language, reading, and mathematics and obtained speakers for self-concept, parental involvement, and individualized instruction.

- By October, 1975, publications regarding administrative guidelines, program information brochures, and handbooks in support of migrant program operation will be prepared and disseminated.

The duties and responsibilities of the Migrant and Preschool Programs staff of the Texas Education Agency in fulfilling these objectives include:

- Review of all Consolidated Applications for State and Federal Assistance for specific requirements which will lead to the completion of the objectives of the Texas Child Migrant Program.

- Assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children.

- Development of inservice programs for personnel in the Texas Child Migrant Program.

- Cooperation with other state education agencies in improving educational programs and in developing record transfer system for migrant children.

- Coordination of the activities of cooperating agencies serving migrant children in the State of Texas.

- Review of all spring and summer institute proposals.

DESCRIPTION OF PROGRAM

The Texas Child Migrant Program is an integral part of public school education in Texas. Two principles set forth by the Texas Education Agency in Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Revised), are especially applicable to the educational program for the migrant child.

PRINCIPLE VI

"There is a planned instructional program in operation that leads to discovering and meeting the needs of preschool, in-school children and youths, and of out-of-school youth and adults."

STANDARDS:

3. Emphasis is placed upon teaching the facts of, and developing appreciation for, all phases of the American heritage, including culture, language, and life styles diversities.

   Teachers plan activities designed to develop understanding and appreciation of American history and traditions within appropriate content of all subject areas.

   Pupils participate in meaningful patriotic ceremonies commemorating key historical dates and events.

   Each subject, where appropriate, leads to an appreciation and knowledge of various cultural groups in Texas, including identifiable groups within the region.

8. The school has a planned bilingual instruction program for children whose home language is a language other than English. Both the child's home language and English are used as mediums for instruction.

The basic concepts initiating the child into the school environment are taught in the language brought from home.

Language development is provided in the child's home language.

English is introduced and developed in accordance with the child's linguistic capabilities.

Subject matter and concepts are taught in the child's home language.

Specific attention is given to development in the child of a positive self-concept, confidence, identity with his cultural heritage.

Children of limited English-speaking ability are given first priority in the bilingual program. For greater enhancement of the total program, however, all children at all levels may be included.

Bilingual programs are recommended for the years K-3 as a minimum, and should continue beyond the third grade for those children needing it.

PRINCIPLE VIII

"The methods, techniques, and procedures employed by teachers conform to the maturity, needs, and abilities of the pupils and to the requirements of the subject. Teaching supplies and equipment of acceptable quality, quantity, and variety are provided by the school system and used in the classrooms."

BASIC STRUCTURES

The Texas Child Migrant Program has two basic structures—the Seven Month School Program and the Enrichment Program.

The Seven Month Program

School districts in the Seven Month School Program have high concentrations of migrant children and are located in the Rio Grande Valley and South Texas. Because of the migration patterns in these areas in the latter part of October and leave in the latter part of April, and are not able to begin or to complete the regular 10 month school sessions. To compensate for this inability to begin or complete the school term as do the other students in the district, the Seven Month School Program operates for a minimum of 135 days, and the schol day is extended so that the children receive the same number of instructional hours as are children in the regular program. Teachers are obligated for an additional 10 days for preparation and inservice.

To assure that the maximum number of teachers is available when the greatest number of children are in school, a special teacher allocation formula under the Foundation School Program is used. Teachers are allocated on three peak reporting periods rather than the usual six reporting periods and are paid a salary equal to that paid in the regular 10 month program.

Migrant children in this program are grouped together in separate classrooms, allowing all students to begin and end the school year at the same time. The teacher is able to concentrate on using special instructional methods and techniques that attack the unique educational problems of migrant children. When possible, migrant children participate with non-migrants in other school activities such as field trips, art, music, and physical education.

The Enrichment Program

Each school district participating in the Texas Child Migrant Program provides supplementary education services known as the Enrichment Program. Various plans to utilize the Enrichment Program are employed by the school district.

EXTRA SERVICES DURING DAY

Personnel are employed with Title I Migrant funds during the regular school day to provide supplementary instructional activities for migrant children. The emphasis during these activities is on oral language development. Other subject matter areas may be provided in the curriculum plan. Ancillary services are provided with either Title I Regular or Title I Migrant funds of the Elementary and Secondary Education Act for migrant children as needed, through personnel such as:

a. Supplementary Teacher in Special Classroom

b. Circulating Supplementary Teacher

c. Teacher Aide.

EXTENDED DAY

The migrant children are integrated into the regular school program and participate in school day activities as do non-migrant children. At the end of the regular school day, one extra hour of instruction is provided. Assignment of children to classes is based on factors such as interests, fluency in English, and conceptual development. Teachers may be employed from Title I Migrant funds. Classes of migrant children should not exceed 15 in number.

SEPARATE MIGRANT CLASSROOMS - NONGRADED

Classrooms that contain migrant children are provided on a self-contained basis, with an organizational structure of the the nongraded plan as described in An Administrative Guide for Programs for the Education of Migrant Children.

The pupil-teacher ratio of these classes is not to exceed 22 to one, and it is recommended that each of these classes have a full-time teacher aide.

COMBINATIONS

Combinations of the above plans may be employed by school districts to allow for participation of greater numbers of children.

Within the framework of guidelines formulated by the United States Office of Education pursuant to the Migrant Amendment, Title I Elementary and Secondary Education Act of 1965, and the Texas Education Agency, each school district designs a local program based on the identified needs of the migrant children to be served.

All migrant program schools provide for developmental instructional programs, for health and other ancillary services, and for a variety of enrichment activities. All schools provide inservice training for personnel, including programs to improve instructional methods and techniques and to develop awareness of the psychological and sociological factors affecting cognitive processes. All schools include in their plans provisions for development of closer home-school relationships. All schools may request funds for the employment of special professional personnel and paraprofessional aides, the number being dependent on the priority of need needs in the individual school.

PROJECT ACTIVITIES

1963-1975

The State Board of Education, the Commissioner of Education, and other Texas educators have, for many years, sought ways to improve the education of migrant children. Meanwhile, the patterns and practices of mobile families have continued on a course which made education of the migrant child difficult in the traditional school program.

In an attempt to find ways of providing leadership in bringing the school and the migrant into a cooperative effort for education, the Texas State Board of Education in 1962 requested that a survey be made to determine the number of migratory children in Texas and their patterns of migration. Although complete returns were not received from all school districts surveyed, those districts returning the questionnaires reported 48,775 migrant children enrolled in Texas public schools. On January 7, 1963, as a result of the survey, the State Board of Education approved the appointment of a commission to consider more effective ways of educating migrant children. The commission, working with the staff of the Texas Education Agency, proposed a Six Month School Program. The resulting program with a longer daily schedule and fewer holidays provided for instructional hours equivalent to the instructional hours required in the Nine Month Program.

The State Board of Education adopted the report of the commission, and in September 1963 five school districts, in the Lower Rio Grande Valley began the Texas Project for the Education of Migrant Children with a combined enrollment of 3,000 students. A committee composed of selected public school personnel and representatives of the Texas Education Agency designed a formula for allocating teachers on the basis of peak enrollment figures, rather than on the customary basis of average daily attendance.

The evaluation at the end of the first year revealed that the students participating in the program had made gains in academic growth and social adjustment comparable to those made in the Nine Month Program by full-time students with similar backgrounds. Also, it revealed a positive acceptance of the Program by teachers, parents, and community leaders.

At the end of the second year it was evident that if the effectiveness of the program was to be truly tested, additional funds were needed. Consequently, in 1965, the Texas Education Agency, through the Grovernor's Office, made application to the United States Office of Economic Opportunity and received a grant of $3,312,936. Those funds provided for the operation of special programs in 20 additional schools (See Table I). The schools in the program provided additional professional personnel, teacher aides, lunches and snacks, clothing, medical examinations, and medical followup for children needing those services.

Technological changes affecting production and harvesting of crops led to the assumption even before 1963 that within a few years there would be a significant decrease in the number of migratory agricultural workers.

Although changes have occurred in kinds and numbers of jobs available in other states, almost the same number of families from Texas continue to migrate seeking the much needed employment.

The number of migrant children in any one school may vary significantly from year to year, but the number of programs and the number of migrant children participating has increased steadily. Since the pilot project of 1963, the migrant program has grown to its present size as indicated in Table I.

TABLE I GROWTH OF MIGRANT PROGRAM

(From the allocation records of the Migrant and Preschool Programs)

Fiscal Year	Number of School Districts		Number of Migrant Children Enrolled
	Six Months	Enrichment	
1964	5		2,645
1965	10		6,500
1966	20	20	16,199
1967	20	20	16,769
1968	20	45	31,779
1969	20	46	39,181
1970	20*	51	44,957
1971	20	58	53,331
1972	19	76	59,770
1973	18	89	66,915
1974	16	95	69,119
1975	14	175	58,439**

* Designation changed to Seven Month in 1970.

** Does not include Summer Program.

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On January 1, 1967, funds for the education of migrant children became available under the Title I Migrant Amendment to the Elementary and Secondary Education Act, of 1965, Public Law 89-10, and replaced funds previously granted through the Office of Economic Opportunity. With funds provided by that Act, participating schools have purchased instructional materials and equipment, employed additional teachers, teacher aides, and special service personnel, expanded inservice programs, and have offered more comprehensive health, food, and clothing service.

During the spring 1968 approximately 178 classrooms were constructed to serve approximately 3,500 five- and six-year-old migrant children. In 1969, 29 additional classrooms were funded to serve approximately 4,000 kindergarteners.

Since 1972 the Migrant Kindergarten children have been incorporated into the Foundation School Program and are counted for allocation monies on the same basis as the regular migrant program.

By the 1969-70 school year 71 projects were participating in programs which provided supplementary instructional and ancillary services for approximately 39,000 migrant chidren in Texas. During that year the participating schools enlarged their preschool summer programs, as well as their educational and vocational programs for junior and senior high schools to meet the needs of more children. In addition, summer programs were initiated to include migrant students who had moved within the last five years.

The school project for 1970-71 operated in approximately 78 school districts and served approximately 53,300 migrant children in Grades K through 12. The project was designed to provide educational and ancillary services for migrant children enrolled in project schools. The educational phase of the project included instruction in language arts, social studies, science, mathematics, art, music, health and physical education, and arts and crafts.

For 1972, Texas operated 10 pilot classrooms for four-year-old migrant prekindergarten students. Five of these classroom units were in the McAllen Independent School District and five of these units were in the Hereford Independent School District. As pilot projects, the main purpose of these units was the development of curriculum materials for four-year-old migrant students.

In 1973, 88 preschool units for four-year-olds were established statewide thus bringing to fruition the pilot program which had been initiated in 1972. Attention was then directed towards strenthening the instructional program in the primary grades. The result of much study was the initiation of another pilot program effort to be called the Performance Objectives Pilot Project, which is described on page 17.

THE TEXAS PLAN

The Texas Plan for direct assistance to local education agencies for supplementary and instructional programs for the children of migrant agricultural workers consists of several components.

Child Migrant School Program

In the fall of 1974, 189 school districts received direct and indirect assistance funding under the Elementary and Secondary Act Title I Migrant Amendment to operate supplementary instructional and ancillary programs for migrant children. Sixteen of those school districts operate the Foundation Program Seven Month School.

The Programs primarily serve children in Grades K-9, but many projects also have implemented programs to serve children in Grades 10-12. Professional and paraprofessional instructional personnel, instructional materials and equipment, ancillary personnel, ancillary services, and other supportive elements are offered within the scope of the total program. Each school provides all migrant children participating in the program meaningful instructional activities that are supplementary to the regular school program and that are based on identified needs of migrant children.

The Early Childhood Program for Four Year Old Children

After operating pilot projects for four-year-old migrant children in Hereford and McAllen, the Texas Child Migrant Program funded 88 units in 46 districts during 1973.

The early years are by far the most important in the development process. Therefore, it is hoped that the four-year-old program will help the

children:

- Learn about themselves and others;
- Learn about social relationships;
- Extend the environmental interaction;
- Learn to deal with reality;
- Have creative and aesthetic experiences;
- Develop motor skills through both large and small muscle activities;
- Develop language skills;
- Learn to care for personal bodily needs.

Presently, the Early Childhood Migrant Program is funding approximately 12 123 units of four-year-old children statewide in 54 school districts. The growth of the program since its recent initiation indicates the need for such programs in Texas.

Demonstration School

Central Elementary School, McAllen, Texas, is serving as an experimentation and demonstration center for migrant education. Texas Education Agency, McAllen Independent School District, Southwest Educational Development Laboratory. and Region I Education Service Center are coordinating resources in the development of innovative programs for migrant children. The programs at Central Elementary School have been developed in the areas of Early Childhood Education, Bilingual Education, Parental Involvement , Reading Language Development, Multi-Cultural Social Education, and the Individually Prescribed Instruction Mathematics.

Migrant Staff Personnel Inservice

In January 1966 funds were allocated for local and area workshops and for dissemination of pertinent information to further the coordination of instructional activities in Texas, with similar activities being conducted in other states. The staff of the Migrant and Preschool Programs, Texas Education Agency, in cooperation with the education service centers, assists local education agencies in the development of programs in migrant education and in teacher-training activities.

Since traditional techniques, methods, and materials have not proved effective in teaching migrant children, program development emphasizes innovative approaches and a closer relationship between the curricula and the experiences of the migrant child outside of school. In addition to Texas Education Agency and the education service center personnel, nationally recognized specialists serve on a consultative basis to assist in the development of progams and in teacher-training activities.

Emphasis for the 1973-74 school year was in two areas of program development. The Performance Objectives Pilot Project was initiated in cooperation with six school districts. Objectives for oral language, reading, and mathematics were developed and are being used to construct criterion-referenced instruments which are tests that measure progress of each migrant child against the program objectives.

The second area of development is the Parental Involvement Program which was piloted in some 20 school districts with the cooperation of nine education service centers. The program was based on techniques outlined in the Handbook for a Parent-School-Community Involvement Program, Bulletin 740, emphasizing the importance and methods of involving migrant parents in school activities. Migrant Parental Involvement has become through this impetus one of the strongest and most comprehensive in the nation, as 90 percent of the participating school districts implemented this program in the 1974-75 school year.

0019

Summer Institutes for Migrant School Personnel

Since 1966 Summer Institutes have been conducted by institutions of higher education and education service centers under contract with Texas Education Agency; the institutes assist administrators, teachers, and teacher aides in developing needed competencies.

For the summer of 1974 the Texas Education Agency cooperated with Texas A&I University at Kinsville; Texas A&I University at Corpus Christi; Region I Education Service Center with institutes located at Pan American University at Edinburg, Texas Southmost College at Brownsville, and Texas A&I University at Laredo; Region XIII Education Service Center at Austin; Region XVII Education Service Center at Lubbock; Region XVIII Education Service Center at Midland; and Region XX Education Service Center at San Antonio, in funding summer staff development institutes for personnel engaged in the teaching of migrant children. Some of the areas of concern were:

- To implement the Texas Education Agency Performance Objectives Pilot Project with emphasis on:
  - Oral language
  - Reading
  - Mathematics
- To include with the above subject areas:
  - Bilingual approach
  - Criterion-referenced testing techniques
  - Techniques and activities for teaching through use of performance objectives
  - Classroom management
  - Record keeping
- To consider the supportive areas of:
  - Early childhood education
  - Secondary programs
  - Parental involvement.

The Summer Institutes have offered personnel in the migrant program an opportunity to receive intensive and professional training in the specialized materials and techniques which are necessary to conduct an adequate migrant program.

Interstate Cooperation Project

In 1966, the Texas Education Agency entered into an Interstate Cooperation Project to share with other states in the search for solutions to the problems of education of migrant children and to develop an Interstate School Record Transfer System. Twelve states, selected on the basis of the number of Texas workers who migrate to those states for agricultural employment,

were hosts to 24 teachers from Texas Child Migrant Program project schools.

Basis for selection of participants:

- Actively engaged in the teaching of migrant children
- Holding a valid Texas teaching certificate
- Interest in migrant children
- Other qualities essential to a representative of the Texas Education Agency.

The Interstate Cooperation Project is designed:

- To have available in the participating states, teachers with experiences in the teaching of Texas migrant children
- To share among states an understanding of better teaching methods for Texas migrant children
- To assist in the implementation of the Migrant Student Record Transfer System
- To improve teaching techniques used in the instruction of migrant children
- To encourage Texas-based migrants to participate in the school programs of other states
- To promote, especially among participating Texas teachers, a realization of the problems confronting migrant children during the migrant cycle.

At present 20 states are selected to participate with Texas in the Interstate Cooperation Project. The states are:

California	Nebraska
Colorado	New Mexico
Florida	New York
Idaho	Ohio
Illinois	Oregon
Indiana	Utah
Iowa	Virginia
Kansas	Washington
Michigan	Wisconsin
Minnesota	Wyoming

The Project is just one of the efforts being made by the Texas Education Agency to foster and continue interstate cooperation in the national goal of the education of migrant children.

A desirable outcome of the project has been that many of the participating states have employed Texas teachers for their summer migrant programs.

Film for Dissemination Purposes

The Texas Education Agency has availabe for dissemination a film concerned with migrant education in Texas. "Education for Migrant Children" presents

an overview of the operation of the Texas Child Migrant Program and is available in both English and Spanish. The film is also available at education service centers that have a migrant conponent.

Migrant Media Center

This component, initiated in 1968, provides audiovisual materials coordinated with the curriculum offered in the Texas Child Migrant Program. Under contract to the Texas Education Agency, Region I Education Service Center in Edinburg serves all schools participating in the Texas Child Migrant Program. The center houses over 3,000 16mm films, sound filmstrip sets and multi-media kits. From this collection, over 3,000 items per month are circulated to Texas Migrant Program teachers. Inservice workshops and institutes designed to promote effective use of instructional media are sponsored by the Migrant Media Center for migrant school personnel.

Regional Education Service Centers

Ten of the 20 regional education service centers are located in areas of high concentration of migrant children. The 10 centers provide assistance in the development of programs and in the use of instructional materials for migrant program schools and aid in staff development through a variety of inservice training activities.

The consultants work in area workshops, school district workshops, and on a one-to-one basis with teachers in demonstration teaching. Thus, continuous inservice is available to the migrant school personnel throughout the year.

Summer School Programs for Migrants

For those pupils who have migrated in the past five years combination education and recreation programs began operation in 39 of the 71 participating school districts during the summer of 1971. The programs included

oral language development, reading, social studies, science, and mathematics, all presented with techniques and methods significantly different from those used during the regular school year. The use of textbooks is held to a minimum and emphasis is placed on making education a pleasant experience. The summer programs emphasize oral expression, arts and crafts, and swimming and other types of recreation. At present, there are 44 summer programs in operation throughout the state with 12,249 students.

Future Expectations

It has long been the attitude of educators that the migrant student is vocationally bound and should consider only those programs which will help him or her to reach that goal. However, data indicate there have been many migrant students who continued their education in college. There are many alternatives that should be made available to migrant students if they are to be able to choose their own careers.

0023

TEXAS MIGRANT PROJECT SCHOOLS
1974-1975

DISTRICT	GRADE LEVELS	ESTIMATED NO. OF STUDENTS	SUPERINTENDENTS
Abernathy	PK-12	292	Delwin Webb
Adrian	K-9	41	Pat Blankenship
Alice	K-12	475	Dewey G. Smith
Alton	PK-8	315	Clyde Lyons
Anton	K-12	54	John P. Jones
Asherton	PK-12	243	Coleman Bailey
Austin	PK-12	363	Jack L. Davidson
Beeville	K-12	308	Harold C. Reynolds
Brownfield	PK-8	382	W. O. Caraway
Brownsville	PK-12	1,613	James T. Ogg
Bula	K-8	57	James Sinclair
Carrizo Springs	PK-10	683	Harold D. King
Cotton Center	K-8	48	J. R. Nixon
Cotulla	PK-12	242	H. A. Halvorson
Crystal City	PK-12	1,540	Amancio Cantu
Dilley	PK-12	478	C. E. Roberts
Dimmitt	K-6	278	Charles White
Donna	K-12	1,736	Donald W. Crockett
Eagle Pass	PK-12	1,540	Jesus Gomez
Edcouch-Elsa	PK-12	1,299	A. B. Elizalde
Edgewood	PK-12	841	Ruben Lopez
Edinburg	K-12	2,257	R. S. Evins
El Campo	K-6	78	George Thigpen
Elgin	1-12	69	C. W Thompson
Ennis	PK-12	201	Harlin Dauphin
Floydada	PK-6	201	A. E. Baker
Georgetown	PK-12	123	Jack Frost
Gregory-Portland	K-6	28	W. C. Andrews
Hale Center	K-8	230	Tracy Barnes
Happy	K-8	55	Sam T. Bryan
Harlingen	K-12	1,500	James I. Thigpen
Hart	K-8	220	Ted Averitt
Hays Consolidated	K-12	114	William M. Johnson

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SCHOOL DISTRICT	GRADE LEVELS	ESTIMATED NO. OF STUDENTS	SUPERINTENDENT
Hereford	PK-10	1,859	Roy Hartman
Idalou	K-5	111	Ralph Motsenbocker
Klondike	K-8	85	James W. Logan
Kress	K-6	64	N. L. Welch
La Feria	PK-12	578	W. B. Green, III
La Joya	PK-12	1,042	Lec Valdez
La Pryor	K-8	97	David Serna, Jr.
Lamesa	K-8	350	Neal Chastain
Lampasas	PK-8	218	Jack Lacy
Laredo	K-12	1,184	Vidal M. Trevino
Lasara	1-8	66	E. H. Lorfing
La Villa	PK-8	443	Daniel Hernandez
Levelland	PK-9	453	W. T. Vardeman
Littlefield	K-4	95	Jack York
Lockhart	PK-12	140	James G. Horn
Lockney	K-8	188	John O. Peck
Lorenzo	PK-8	133	Dean Andrews
Los Fresnos	K-8	218	G. C. Shanks
Lubbock	K-6	510	Ed Irons
Lubbock-Cooper	K-8	109	H. C. Carpenter
Lyford	K-8	621	E. H. Trolinger
Mathis	K-8	454	Olan McCraw
McAllen	PK-12	1,664	Rodney D. Cathey
Meadow	K-8	68	Odell Wilkes
Mercedes	PK-12	1,476	Lauro Guerra
Midland	PK-8	615	James Mailey
Mission	PK-9	1,530	Kenneth White
Monte Alto	K-8	101	Jose Borrego
Morton	PK-12	307	Bob Travis
Muleshoe	K-8	457	Neal B. Dillman
Mumford	K-8	26	Monte McBride
New Deal	K-7	124	Foye L. Flood
New Home	K-8	79	Russell Howle
O'Donnell	K-11	138	Dale Read
Olton	K-8	195	Joe Turner
Orange Grove	K-12	96	John R. Slater

SCHOOL DISTRICT	GRADE LEVELS	ESTIMATED NO. OF STUDENTS	SUPERINTENDENT
Pawnee	K-12	172	Douglas L. Arnold
Pearsall	K-12	273	Wayne T. Wise
Petersburg	PK-8	153	J. N. Wilson
Pharr-San Juan-Alamo	PK-12	3,469	Augusto Guerra
Plainview	PK-8	779	Glenn Harrision
Poteet	K-8	188	Glenn Ellison
Progreso	PK-8	150	Thomas Spell
Ralls	PK-12	290	Robert Spoonemore
Raymondville	PK-8	776	William C. Burden
[1]Region XII Cooperative	K-8	560	Mack Mullins
[2]Region XIV Cooperative	PK-8	882	Thomas Lawrence
[3]Region XV Cooperative	PK-8	725	Charles Bitters
Rio Grande City Cons.	PK-12	1,108	A. E. Garcia
Rio Hondo	PK-12	292	Pete Kroll
Robstown	PK-12	718	W. N. Corder
Roma	PK-12	1,583	C. T. Shelton
Round Rock	K-8	45	Noel Grisham
San Antonio	K-9	613	Harold H. Hitt
San Benito	K-12	1,623	Jack Hall
Sands	K-8	80	M. B. Maxwell
San Diego	K-8	245	Aurelio Correa
San Felipe-Del Rio Cons.	PK-12	1,535	O. B. Poole
San Marcos	PK-5	98	Thomas Carter
San Saba	PK-8	93	William C. Grusendorf
Santa Maria	PK-8	156	L. R. Murphy
Santa Rosa	PK-12	327	James M. Murphy
Seguin	1-12	129	Jim Barnes
Sharyland	K-12	176	B. L. Gray

[1]Aquilla, Clifton, Evant, Goldthwaite, Hamilton, Hico, Hillsboro, Lometa, Marlin, Meridan, Mullin, Pottsville, Priddy, Rosebud-Lott, Star, and Whitney School Districts

[2]Anson, Aspermont, Baird, Benjamin, Colorado City, Comanche, De Leon, Goree, Gustine, Hamlin, Hermleigh, Knox City, Loraine, Munday, O'Brien, Old Glory, Paint Creek, Roby, Rochester, Roscoe, Rule, Stamford, Sweetwater, and Weinert School Districts

[3]Bronte, Cherokee, Eden, Eola, Mason, Miles, Nueces Canyon, Paint Rock, Richland Springs, Rochelle, Rocksprings, Sterling City, San Angelo, and Wall School Districts.

SCHOOL DISTRICT	GRADE LEVELS	ESTIMATED NO. OF STUDENTS	SUPERINTENDENT
Sinton	K-8	190	J. D. Carlisle
Smyer	K-6	29	Virgil Osburn
South San Antonio	PK-12	207	Herbert E. Harper
Southland	K-9	62	T. E. Dickerson
Southside	1-8	137	Darrell Poole
Southwest	K-8	94	Bennie Steinhauser
Spade	K-8	41	Joe W. Bailey
Springlake-Earth	K-8	217	William L. Mann
Sudan	1-7	90	Kenneth Noles
Threeway	K-12	81	James H. Jackson
Tulia	K-8	181	Howard Pollard
United Consolidated	PK-8	95	Don Hughes
Uvalde	K-12	623	R. E. Byrom
Valley View Consolidated	K-8	80	Milton D. Richardson
[1]Victoria Cooperative	K-10	280	Dennis Grizzle
Waelder	PK-12	168	Charles T. Dunn
Weslaco	PK-12	3,024	A. N. Rico
West Oso	PK-12	204	Refugio Garza
[2]West Texas Cooperative	PK-12	1,073	J. W. Donaldson
Whitharral	PK-8	90	Archie Sims
Wilson	K-8	78	Gary Gardner
Zapata	K-11	313	Antonio Molina

[1]Bay City, Goliad, Karnes City, Kenedy, and Yorktown School Districts.

[2]Alpine, Balmorhea, Big Spring, Candelaria, Fort Stockton, Glasscock County, Marfa, Pecos, Presidio, and Stanton School Districts.

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